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| **World Language** | | | | | |
| **Language and Level** | Spanish 2 | **Targeted Performance Level** | Int. Low | **Approximate Length** |  |
| **Theme and Topic** | Beauty and Aesthetics: The Stories of Our Lives | | | | |

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| **Stage 1: Desired Results** | |
| **Enduring Understanding** | **Essential Question(s)** |
| * All stories reveal information about the human condition. * Every individual has a story. | * How do stories help us learn about ourselves and others? * How can I see the world through the eyes of others? * What is my story? |
| **Content/Unit Overview** | |
| Students will explore how the arts tell stories and will consider how those stories reflect time and place. They will read legends and myths from the target cultures and will compare the underlying themes and messages. They will discuss the role that the arts play in their lives and will be able to retell the story of a favorite movie describing a key character, connecting the theme of that movie to other stories while comparing characters. | |

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| **Skills/Processes** | | |
| **Language Function/**  **Can-Do** | **Language Chunks/Grammar** | **Essential Vocabulary** |
| *Add rows as necessary.* | | |
| explain how stories are told in different mediums |  | * genres of literatures, movies, music, art * emotions * character traits * personality traits * movie vocabulary – star, protagonist, special effects, sequel…. |
| support an opinion about you like/don’t like a particular movie or type of story | I think that  It seems that  I belive that |
| retell the story of legends, myths, and/or movies | preterite, imperfect |
| discuss characteristics of a film |  |
| trace the development of a character in a story or film; describe characters in detail | description – personality and character traits |
| react emotionally to a story or film | I was shocked, surprised, impressed.. |
| identify cultural elements in stories or films |  |
| compare the message of stories from diverse cultures |  |
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| **Stage 2: Assessment Evidence** | | |
| **Interpretive Task** | **Presentational Task** | **Interpersonal Task:** |
| 1. Students will listen to and read reviews of current movies and demonstrate comprehension. 2. They will read a short legend or myth and demonstrate comprehension of the main idea and some supporting details. | 1. Students will work individually or in groups to create a digital story that captures elements of their daily lives. 2. Students will create a story (real or imagined) in digital format from their childhood developing the story line as if it is being written for a movie plot. They will post their story for others to comment on. | Students will discuss what makes a great story, sharing examples from different types of media. They will provide examples drawing on what they have learned from the stories of different cultures. |

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| **Stage 3: Learning Activities** | | |
| **Key Learning Tasks**  *(representative samples for each unit function)* | | **Mode of Communication** |
| Students read and begin to write 6 word memoires.  <http://youthvoices.net/seispalabras> | | Interpretive  Presentational |
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| **Resources** | **Technology Integration** | |
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